ACTION PLAN

Paige Elementary School

DANIELLA COLE

School Action Plan – Needs Assessment

Needs related to student achievement data

> The Middle of Year NWEA MAP Assessment indicates that 3rd and 5th grade Math students' experienced a decrease during MOY. Their conditional growth index is measured in the 34th and 45th percentiles respectively. This necessitates a greater focus on number fluency and instructional intentionality in the lower grade math instruction.

> The Middle of Year NWEA MAP Assessment indicates that 3rd grade students' experienced a significant decrease during MOY. Their conditional growth index measured in the 24th percentile. This necessitates a greater focus on science-based reading instruction and strategic reading support.

> Dibels MOY Assessment indicates that:
> - <u>36%</u> **Well Below**, <u>24%</u> **Below,** <u>40%</u> *at/above grade level* in 1st grade (*incoming 2nd grade students*);
> - <u>60%</u> **Well Below**, <u>24%</u> **Below,** and <u>16%</u> *at grade-level* in 2nd grade (*incoming 3rd grade students*)
>
> This necessitates a greater focus on science-based reading instruction and strategic reading support.

[MOY NWEA Data](#)

Needs related to improving the quality of instruction.

- During the IRT #1 Walks, the average Spot Score was **8.33**, which was highly calibrated with campus spot totals for Aug - Oct at *8.3*; aligned with the feeder average at *9*. Yet, this indicates a need for high-quality instructional coaching and feedback.
- During the IRT #2 Walks, the average Spot Score was **10,** which was highly calibrated with the district with the average at *10*. Campus SPOT average for November - February was *8.83*. Full points were not earned in Domain 1 or Domain 2. This indicates a need for a deeper understanding of alignment and a strategic focus on consistent excellence in the classroom environment.
- During the IRT #3 Walks, the average Spot Score was **9.83,** which was highly calibrated with the division with the average at *10.3*. Campus SPOT average for November - February was *10*, which aligned to both IRT and division averages. Full points were not earned in Domain 1. This indicates a need for professional development and coaching in the areas of internalization and alignment.

Needs related to improving student, staff and parent culture.

I. 2023, Staff Culture and Climate survey, 30% of staff reported they did not feel the campus had a positive culture; 28% reported a lack of trust from teacher to teacher. The campus needs assessment committee reported that communication is an issue on campus.
   - Current Data: 75% of staff are satisfied with leadership and culture at Paige ES.

II. 2023 Student Climate Survey, 30% of students reported they treat each other respectfully; 38% of students feel that their classmates follow the rules. This indicates a need for a stronger focus on building a positive student culture through consistent disciplinary practices.
   - Current Data: 70% of students are satisfied with their teachers and feel safe at school.

III. 2023, Parent Survey, school safety was the lowest scoring indicator reflecting 4.26 out of 5 points. Therefore, the campus needs to ensure parents understand the steps the school is taking to ensure student safety.
   - Current Data: Possip shows that 100% of parents are currently satisfied with Paige ES
   - Current Data Feb/Early March Possip data showed that 80% of parents were satisfied with Paige ES

KEY ACTION ONE	Strengthen Number Fluency, Science of Reading and Progress Monitoring to Improve Student Achievement in Grade K-5.

	Indicators of Success
	
	1. **Implement Zearn & Amira Instruction with Fidelity**
	    ○ Increase weekly Zearn participation by 35% in grades K–5 to improve number fluency, use of manipulatives, and problem solving.
	    ○ Increase Amira participation by 25% in grades K-5 to improve reading phonics, phonemic awareness, vocabulary, and fluency.
	    ○ Use BOY, MOY, and EOY Math and Dibels assessment data to monitor growth, target student supports, and adjust instruction.
	2. **Facilitate Effective 2nd and 3rd Teach and accelerated Student Learning Opportunities**
	    ○ Identify students performing below the 40th percentile in NWEA Math and Reading in grades 2nd - 5th and provide 3rd teaching opportunities.
	    ○ Utilize Zearn and Amira data to track student progress and improve Tier 1 and Tier 2 instruction.
	    ○ Utilize DIBELS progress monitoring weekly for Tier 3 and biweekly for Tier 2 students.
	    ○ Integrate reading goals and skill focus areas directly tied to student MAP and DIBELS data.
	    ○ Integrate math goals and skill focus areas directly tied to student MAP data.
	    ○ Provide rigorous accelerated learning opportunities for students who earn 5/5 on daily DOLs to deepen their analytical and evaluative skills.
	3. **Implement Biweekly IAT DDAP Meetings**
	    ○ Conduct structured IAT data meetings to review formative data, student accommodations and support, intervention effectiveness, and student progress.
	    ○ Set short-cycle goals for students and track improvement using classroom and assessment data.
	    ○ Celebrate student growth publicly through bulletin boards, assemblies, or shout-outs.

Specific Leader Actions

Structure Math and Reading blocks to support 35% improvement in student performance on Zearn & 25% improvement on Amira

1. Monitor and Track Usage Weekly

   - Pull and analyze Zearn and Amira usage reports every Monday; highlight classrooms meeting or exceeding goals.
   - Identify and support classrooms below participation benchmarks through coaching, modeling, or schedule support.
   - Set a schoolwide participation goal: 35% increase in Zearn, 25% increase in Amira, and monitor weekly progress toward this goal.
   - Monitor implementation of strategies through weekly classroom walkthroughs and provide actionable feedback within 48 hours.

2. Facilitate Data-Driven Planning

   - Use BOY, MOY, and EOY Math and DIBELS data in planning meetings to guide instructional decisions.
   - Meet monthly with grade levels to review Zearn and Amira reports alongside NWEA and DIBELS data to ensure alignment between tools and Tier 1 instruction.
   - Ensure that fluency, vocabulary, phonemic awareness, and math number sense are clearly embedded in lesson planning.

3. Provide Implementation Support

   - Ensure all Zearn and Amira are embedded into the daily master schedule, with at least two additional instructional touchpoints ("second and third teach" opportunities) per week.
   - Conduct weekly walkthroughs focused on digital program integration and small group alignment to data.
   - Provide targeted feedback and follow-up coaching based on observations of Zearn and Amira usage.
   - Celebrate high-usage classrooms through weekly staff updates and bulletin boards.

Train and provide ongoing support for teachers, teacher apprentices and learning coaches to facilitate effective 2nd

& 3rd Teach and Accelerated Instruction

1. Ensure Timely Identification of Target Students

   - After each assessment window, lead grade-level data dives to identify students below the 40th percentile in NWEA Math and Reading.
   - Create and monitor small group intervention rosters, ensuring that 2nd and 3rd teach opportunities are embedded into the daily schedule.

2. Track Progress of Intervention Groups

   - Require teachers to update Zearn, Amira, and DIBELS progress monitoring logs weekly.
   - Review intervention logs biweekly to ensure appropriate frequency, fidelity, and alignment to student needs.
   - Adjust groupings or supports based on ongoing formative and benchmark data.
   - Develop and track targeted action plans for identified students, ensuring plans are revisited and updated at BOY and MOY.

Promote Acceleration for High-Performing Students

   - Set campus-wide expectation that students who score 5/5 on DOLs receive challenge tasks aligned to deeper TEKS.
   - Observe and document implementation of enrichment and acceleration during walkthroughs.
   - Highlight examples of strong extension activities in PLCs and staff communications.

Facilitate Biweekly IAT/DDAP Meetings with Fidelity

1. Lead Structured Data-Driven IAT Meetings

   - Facilitate biweekly IAT meetings using a consistent protocol to analyze formative data, intervention impact, and student growth.
   - Ensure meetings focus on short-cycle goal setting, accommodation effectiveness, and next steps in support planning.

○ Require progress updates on previously set student goals at each meeting.

2. Build a Campus Culture of Progress Monitoring

   ○ Provide training on effective progress monitoring practices for all teachers and interventionists during August and September 2025 PD sessions.
   ○ Establish a shared calendar for progress monitoring checks and IAT preparation deadlines.
   ○ Provide PD on effective progress monitoring tools and practices for teachers and interventionists.
   ○ Ensure intervention minutes are protected and regularly scheduled in master schedules.

3. Celebrate Student Success Campus-Wide

   ○ Lead monthly celebrations recognizing academic growth at grade-level assemblies, morning announcements, and bulletin boards.
   ○ Highlight individual student and class achievements in math and reading through data walls and social media.
   ○ Share success stories during staff meetings to reinforce a culture of growth and high expectations.

Specific Teacher Actions

Implement Zearn & Amira Instruction with Fidelity

1. Increase Weekly Zearn Participation (K–5) by 35%

   ○ Ensure students complete 4+ Zearn lessons per week, including digital and 2nd and 3rd teaching opportunities.
   ○ Monitor weekly participation and completion rates; conference with students not meeting usage goals.
   ○ Integrate daily hands-on manipulatives during tier 1, 2nd teach, and Zearn instruction.

2. Increase Weekly Amira Usage (K–5) 25%

- Ensure students complete 4+ Amira stories per week, including digital and 2nd and 3rd teaching opportunities.
- Monitor weekly participation and completion rates; conference with students not meeting usage goals.
- Integrate daily scaffolding, supplemental aids, real world connections during tier 1, 2nd teach, and Amira instruction.

3. Use Assessment Data to Drive Instruction

- Analyze BOY, MOY, and EOY MAP and DIBELS data to group students, adjust instruction, and plan reteach.
- Plan lessons that incorporate math fluency targets and literacy skills tied directly to assessed areas of need.
- Maintain student data trackers to visually monitor growth and keep students invested in their progress.

Facilitate Effective 2nd & 3rd Teach and Accelerated Learning Opportunities

1. Identify & Support Students Below 40th Percentile
   - Use MAP and DIBELS reports to identify students performing below the 40th percentile in math and reading.
   - Provide 3rd teaching opportunities during small group instruction or intervention blocks to reinforce core skills.
   - Integrate Zearn and Amira insights into lesson planning to address individual student misconceptions.

2. Align Goals to Student Data

   - Set and post math and reading goals in student-friendly language based on MAP RIT bands and DIBELS skill areas.
   - Create targeted lesson plans that directly address gaps in decoding, fluency, number sense, and problem solving.
   - Monitor Tier 3 students using bi-weekly IAT progress monitoring.

3. Accelerate Learning for Mastery-Level Students

   - Align student acceleration lessons for students to engage in analytical and evaluative learning opportunities for scholars who score 5/5 on daily DOLs (Demonstrations of Learning), 70th percentile or higher on NWEA Math or Reading, and/or 2 more grade-levels above on Zearn and/or Amira.
   - Track participation in acceleration and ensure equity in access for all learners showing readiness.

Engage in Biweekly IAT/DDAP Meetings with Intentionality

1. Effectively prepare for Data-Driven IAT Meetings

    ○   Bring updated data for all intervention students, including Zearn/Amira usage, DIBELS progress, and classroom assessments.
    ○   Document student accommodations and instructional strategies being used and their impact on student growth.
    ○   Use Paige ES IAT Data Progress template to document short-cycle goals and adjust support plans as needed.

2. Set and Monitor Short-Cycle Student Goals

    ○   Collaboratively set academic goals in IAT meetings based on recent progress monitoring data.
    ○   Track goal progress over each two-week cycle and reflect on the effectiveness of strategies used.
    ○   Adjust small groups, reassign supports, or revise instruction based on student data.

3. Celebrate Growth and Progress

    ○   Recognize student growth by showcasing success in classroom shout-outs, data walls, and monthly assemblies.
    ○   Involve students in tracking and celebrating their own growth through personal data folders and class goal boards.

What:	
When:	

KEY ACTION TWO	Improve the Quality of Instruction to Support Diverse Student Needs and Improve Student Outcomes
	Indicators of Success

Improve Instructional Coaching and Feedback Systems

- 100% of identified teachers (those scoring below 9 in SPOT or with gaps in Domains 1 or 2) are in an active coaching cycle with documented goals and progress monitoring.
- 75% of coached teachers demonstrate a minimum 1-point growth in targeted SPOT domains by end-of-year walkthroughs.
- Monthly coaching impact reviews show evidence of teacher reflection and adjustment based on feedback.
- Campus calibration walkthroughs show 80%+ alignment between admin scoring and district/IRT ratings.

Internalization and TEKS Alignment (Domain 1)

- 100% of lesson plans reviewed weekly include clear objectives, aligned tasks, and rigorous student at-bats connected to the rigor of the TEKS.
- Internalization protocols are implemented in 100% of weekly PLCs, with evidence of discussion around misconceptions, scaffolds, and exemplar responses.
- 75% of teachers improve their SPOT Domain 1 score to a minimum of 9 or higher by MOY.
- Walkthrough data shows a monthly increase in alignment of LO to lesson objectives.

Classroom Culture and Student Engagement (Domain 2)

- 50% of teachers earn full points in SPOT Domain 2-Monitor and Adjust by end-of-year walkthroughs.
- Engagement strategies (warm call, structured, turn and talk, academic discourse, and the great 8) are observed in 80% of Tier 1 instruction during BOY , 85% at MOY, and 90% at EOY SPOTS.

- Fewer than 10% of classrooms are flagged for needing targeted Tier 1 behavior support by MOY.

Monitoring and Celebrating Instructional Progress

- A domain-specific walkthrough tracker is used by 100% of instructional leaders weekly to identify trends and target coaching supports.
- Monthly SPOT data reports show an upward trend in campus average, with the goal of reaching or exceeding a 10.0 average by MOY.
- Teacher SPOT score distribution shows a decrease in the number of teachers scoring below 9, with 90% scoring 9 or above by MOY.
- Campus-wide shout-outs, newsletters, and staff recognitions include monthly highlights of instructional growth and exemplar practice.
- All leadership team members participate in weekly calibration walks, resulting in less than 2 point variance in scoring across the team by EOY.

Specific Actions – School Leaders

Strengthen Instructional Coaching and Feedback Systems

- Launch Targeted Coaching Plans
  Create and maintain a coaching roster for all teachers scoring below 9 or showing Domain 1/2 gaps, with clear goals, focus areas, and progress monitoring checkpoints.

- Host Monthly Coaching Calibration Meetings
  Meet monthly with the leadership team to review coaching logs, calibrate feedback practices, and align support to teacher needs and SPOT rubric language.

- Track Coaching Impact and Adjust Supports

Review teacher progress monthly to assess growth in targeted SPOT areas. Adjust coaching supports or frequency based on evidence of growth and feedback implementation.

- Conduct Weekly Calibration Walks
  Schedule weekly walkthroughs with the admin team and instructional leads. Debrief using the SPOT rubric to maintain an 80%+ scoring alignment with district and IRT standards.

Improve Internalization and TEKS Alignment (Domain 1)

- Facilitate Weekly Internalization in PLCs
  Lead and support weekly PLCs where teams unpack TEKS, review exemplars, plan aligned student at-bats, and address common student misconceptions.

- Monitor and Provide Feedback on Plans
  Review 100% of lesson plans for clarity of objectives, TEKS alignment, and rigor. Provide actionable feedback and follow up in PLCs or individual coaching sessions.

- Model Exemplar Lessons and Planning
  Conduct model lessons or co-planning sessions in weekly PLCs to highlight effective alignment, rigor, and questioning strategies aligned to the Domain 1 indicators.

Sustain Classroom Culture to Support Student Engagement (Domain 2)

- Embed Engagement Strategy PD into Weekly Touchpoints
  Integrate short PD or modeling into staff meetings and PLCs focused on "The Great 8," engage and deliver, and monitor and adjust.

- Spotlight Exemplary Engagement Practices
  Highlight strong classroom culture or engagement practices in weekly newsletters and "See It, Name It, Do It" walk shares to build teacher capacity and consistency.

- Monitor Behavior Referral Data Biweekly
Review behavior referrals and classroom support requests with the leadership and counseling team to ensure that fewer than 10% of classrooms require Tier 1 support by MOY.

Monitor and Celebrate Teacher Instructional Progress

- Review and Share Monthly SPOT Data Trends
Ensure all leaders complete and submit domain-specific walkthroughs weekly. Use tracker data to identify patterns and plan responsive supports or PD.

  Create a monthly SPOT score dashboard by grade, teacher, and domain. Share trends in leadership meetings and use them to inform coaching/PD priorities.

- Set and Monitor SPOT Growth Goals
Monitor teacher SPOT score progression monthly. Goal: 90% of teachers reach a score of 9+ in both Domain 1 and Domain 2 by MOY.

- Celebrate Growth in Visible Ways
Recognize teacher growth and exemplar instruction through monthly shout-outs, data walls, teacher spotlights, and incentives tied to instructional goals.

- Calibrate Leadership Scoring Weekly
Facilitate weekly leadership calibration walks with a debrief and rubric scoring to ensure less than a 2-point variance in team scoring by EOY.

Specific Actions – Staff

Strengthen Internalization and TEKS Alignment (Domain 1)

- Align Lesson Objectives with TEKS Rigor
  Teachers will ensure all weekly lesson plans are customized and aligned to the rigor of the LO and DOL Lessons will include tasks that challenge students to engage with the content at a high level, and feedback during student at-bats to close students instructional gaps.
- Utilize Internalization Protocols in Weekly PLCs
  Teachers will actively participate in weekly PLCs to deepen their understanding of learning standards. They will analyze student work samples to determine misconceptions, identify scaffolds for support, and plan activities that encourage higher-order thinking. Teachers will ensure that instructional practices are consistently aligned to the LO and DOL to maximize student engagement.
- Monitor Student Mastery and Adjust Instruction
  Teachers will use DOL data, qualitative, qualitative formative assessments to monitor student progress. Adjustments will be made in real-time based on student responses and misconceptions, ensuring that students are engaged.

Increase Student Engagement and Foster a Positive Classroom Culture (Domain 2)

- Implement Engagement Strategies Consistently
  Teachers will apply effective engagement strategies (e.g., warm calling, academic discourse, structured turn-and-talk, and "The Great 8" techniques) during every lesson to ensure active participation and keep students engaged. Teachers will utilize student responses to gauge the effectiveness of lessons, engagement strategies and adjust accordingly to maximize student participation.
- Establish Classroom Norms and Expectations
  Teachers will reinforce classroom expectations and routines that create an inclusive and respectful learning environment. This includes revisiting classroom norms, conducting SEL check-ins, and ensuring that students understand their role in maintaining a positive learning environment. Teachers will be proactive in preventing off-task behavior by using consistent positive reinforcement.
- Monitor Student Engagement and Adjust Instruction
  Teachers will track student participation and adjust instructional pacing, questioning techniques, and the use of scaffolds, and

differentiated strategies to improve student achievement.

Monitor and Celebrate Instructional Progress and Student Achievement

- Use Data to Drive Instructional Adjustments
  Teachers will regularly review student data (from DOLs, formative assessments, and student at–bats) to assess the effectiveness of their instruction. They will use this data to identify areas of improvement in both student engagement and achievement. Teachers will adjust lesson plans and teaching strategies based on this data to ensure that instructional goals are met.
- Monitor Student Growth and Adjust Learning Paths
  Teachers will use student progress monitoring tools (such as DIBELS, NWEA MAP, and student at-bats) to monitor the growth of individual students. Based on these insights, teachers will differentiate instruction, provide targeted interventions, and adjust learning paths for students who need additional support.
- Celebrate Growth in Student Achievement and Engagement
  Teachers will publicly recognize student growth in both achievement and engagement. Through shout-outs during class, highlighting student success in newsletters or assemblies, or using a data wall to celebrate milestones in achievement.

Engage in Professional Growth to Improve Instruction

- Participate in Professional Development (PD):
  Teachers will attend targeted professional development sessions designed to enhance their engagement strategies, monitoring and adjusting of instructional practices, and differentiated instruction. These PD sessions will be followed by dedicated time for teachers to collaborate during PLCs, where they will discuss and share best practices with colleagues. This collaboration will ensure teachers are equipped with the necessary tools to implement the strategies they've learned and apply them effectively in their classrooms.
- Collaborate with Peers to Share Best Practices:
  Teachers will actively participate in peer observations, collaborative lesson planning, and co-teaching opportunities. By observing peers who excel in student engagement and achievement, teachers will gain valuable insights into effective practices that they can integrate into their own teaching. This collaborative approach will foster a culture of shared learning and continuous improvement across the school.
- Self-Reflect and Set Growth Goals:

Teachers will engage in regular self-reflection to assess the effectiveness of their instructional practices and student engagement strategies. Based on these reflections, teachers will set specific, measurable goals aimed at improving both student achievement and classroom engagement. These goals will be tracked and monitored throughout the year with support from instructional leaders, ensuring that teachers have the necessary guidance and resources to make progress toward their objectives.

Implement and Monitor Student-Centered Instructional Strategies

- Use Real-Time Data to Adjust Instruction
  Teachers will use real-time student performance data (from DOLs and formative assessments) to adjust instruction. This allows for a more personalized learning experience for each student, meeting their unique needs and ensuring they stay engaged in the learning process.

- Incorporate Student Feedback into Instructional Adjustments
  Teachers will regularly analyze student work to determine lesson effectiveness, engagement levels, and clarity of instruction. Teachers will make adjustments based on student responses, ensuring that students remain involved in their learning process.

- Monitor Achievement Gaps and Provide Targeted Support
  Teachers will monitor achievement gaps between student groups (e.g., by SpEd/Non-SpEd, or ELL status) and implement targeted instruction and support. This instruction will be adjusted based on ongoing data collection to close achievement gaps and improve student performance.

What:	
When:	

KEY ACTIONS THREE:

KEY ACTION THREE	Cultivate a Positive, High-Performance, Student-Centered Culture through Effective Coaching, Professional Development and Parental Partnerships
	Indicators of Success **STUDENT INDICATORS OF SUCCESS: Cultivate a Positive, High-Performance Student Culture that Supports the Whole Child** Climate & Culture ● Increase the percentage of students who report their peers treat each other respectfully from 30% to 60% by Spring 2026. ● Increase the percentage of students who feel classmates follow school rules from 38% to 65%. ● Improve student perception of school connectedness and belonging by 10% annually (via Student Climate Survey). Social-Emotional Learning (SEL) ● 100% of classrooms implement weekly SEL routines (e.g., morning meetings, check-ins, goal setting). ● At least 90% of students will be able to identify a trusted adult on campus by the end of the school year. ● Decrease in discipline referrals related to peer conflict by 20% annually. Safety & Well-being ● Maintain or improve student-reported safety levels (currently 70%) to reach 85%+ satisfaction by the end of 2026 **STAFF INDICATORS OF SUCCESS: Goal: Maintain High-Performance Culture Through Effective Coaching, Professional Learning & Development**

Professional Learning & Growth

- At least **85% of staff** report that professional development is aligned to their growth needs and student achievement goals.
- Establish and maintain **Professional Learning Communities (PLCs)** with 100% alignment to improved student outcomes
- Provided consistent in the moment coaching tailored to teacher goals and data to improve the quality of instruction and student achievement.

Culture & Trust

- Improve staff culture satisfaction from 75% to **85% by Spring 2026**.
- Decrease the percentage of staff who report a lack of peer-to-peer trust from **28% to below 10%**.
- Increase staff agreement that "our school has a positive culture" from **70% to 90%+**.

Communication

- 100% of staff receive clear and timely updates through weekly communication structures (e.g., newsletters, team huddles).
- At least **85% of staff** report satisfaction with internal communication (measured via mid- and end-of-year surveys).

PARENT INDICATORS OF SUCCESS: Goal: Strengthen Parental Partnerships and School Safety

Safety & Communication

- 100% of parents receive regular safety updates and protocols through newsletters, town halls, and emergency drill info.
- All families receive a beginning-of-year "Safety at Paige" guide.

Engagement & Partnership

- Maintain high overall satisfaction (currently 100% in Possip) with a **minimum of 80% satisfaction monthly**.
- Increase parent participation in family engagement events by **25% over the previous year**.
- At least **80% of parents** report that they feel like valued partners in their child's education.

Support for Home Learning

- Launch quarterly parent workshops or webinars on topics like homework help, behavior support, and SEL at home.
- 100% of teachers provide biweekly academic updates and student progress communication to families.

<u>Specific Actions – School Leaders:</u>

Goal 1: Cultivate a Positive, High-Performing Student Culture that Supports the Whole Child

1. **Implement and Monitor Weekly SEL Routines**

   - Provide training and ongoing support for staff to implement Leader In Me SEL lessons to improve student leadership, communication and self-discipline skills
   - Highlight strong SEL practices in weekly staff and parent newsletters.
2. **Launch a "Leader In Me" Student Initiative**

   - Roll out quarterly themes focused on respect, student leadership, and community.
   - Recognize students who demonstrate positive behaviors during morning announcements and monthly assemblies.
   - Use student climate data to identify trends and focus areas.
3. **Create a Student Leadership/Voice Committee**

   - Select representatives from 2nd - 5th grade to represent the student/principal council.
   - Meet monthly to discuss peer concerns, school rules, and campus culture with the student/principal council.
   - Use feedback to adjust schoolwide practices.
4. **Track Behavior Data and Early Intervention**

   - Review discipline referral trends biweekly with leadership and counseling team.
   - Identify students needing additional SEL support and assign mentors, small groups, and/or IAT interventions.

Goal 2: Maintain High-Performance Staff Culture through Effective Coaching, Professional Learning & Development

1. **Create a Targeted Professional Learning Calendar**

   - Design monthly PD sessions based on SPOT trends, teacher feedback, and student data.
   - Balance instructional, SEL, and behavior management training.
2. **Establish High-Performing PLCs**

   - The IAT administrator will facilitate bi-weekly progress monitoring student progress and strengthen the IAT referral process.
   - Leaders will effectively plan, facilitate Professional Learning Communities (PLCs) to support and improve the quality of instruction.
3. **Foster a Culture of Appreciation and Trust**

   - Implement weekly "Shout-Outs", weekly updates, key dates, and teacher spotlights in weekly staff newsletters.
   - Introduce mentor coaching to build trust and collaboration.

Goal 3: Strengthen Parent Partnerships and School Safety

1. **Hold Monthly Parent Coffee Chats or Town Halls**

   - Focus topics: Safety protocols, SEL at home, academic updates, and parent Q&A.
   - Share translated materials and offer sessions at varied times.
2. **Launch a "Safety at Paige" Communication Plan**

   - Share weekly safety newsletters detailing drills, protocols, and safety upgrades.
   - Provide weekly parent safety updates via the campus safety team.
   - Create an FAQ section on the school website.
3. **Increase Transparency Around Behavior and SEL Efforts**

   - Provide quarterly updates on SEL focus areas and student support systems.

4. **Strengthen SDMC through Parental Voice**

   - ○ Meet quarterly with a diverse group of parents to gather input and co-plan events via SDMC.
   - ○ Invite participation in school wide decisions (e.g., culture, events, priorities).
5. **Support Parents as Academic Partners**

   - ○ Share weekly "Home Learning Tips" via class dojo, website, and parent newsletter.
   - ○ Host academic nights with strategies parents can use to help at home (math, reading, test prep).
   - ○ Train teachers to consistently update families with student progress via ClassDojo, Remind, or weekly folders.

Specific Actions – Staff :

Goal 1: Strengthen Student Culture & Support the Whole Child

1. **Implement and Monitor Weekly SEL Routines**

   - ○ **Action:** Teachers will begin each week with a dedicated SEL lesson from the *Leader In Me* curriculum.
   - ○ **Action:** Monitor student engagement with SEL activities, adjusting as necessary based on classroom feedback.
   - ○ **Action:** Attend bi-monthly check-ins with school leaders to discuss the impact of SEL routines and share best practices.
2. **Actively Engage in Training and Ongoing Support for SEL Lessons**

   - ○ **Action:** Participate in a *Leader In Me* training session at the beginning of each semester.
   - ○ **Action:** Implement weekly SEL resources and tips for classroom implementation.
   - ○ **Action:** Collaborate with the counselor or SEL lead to ensure lessons are being implemented effectively.
3. **Effectively Facilitate "Leader In Me" Student SEL Lessons**

   - ○ **Action:** Implement and align SEL instruction to quarterly themes related to respect, rule-following, and community-building

through weekly staff newsletter

- ○ **Action:** Recognize students who demonstrate positive behavior related to each theme during morning announcements and monthly assemblies.
- ○ **Action:** Post student "Leader of the Month" certificates or shout-outs in the classroom and online platforms (e.g., ClassDojo).

4. **Create a Student Leadership/Voice Committee**

- ○ **Action:** Nominate one student leader per grade to join the Student Leadership Council (SLC).
- ○ **Action:** Incorporate student feedback into the decision-making process for classroom and campus events and initiatives.

5. **Track Behavior Data and Early Intervention**

- ○ **Action:** Identify students requiring additional SEL support and provide targeted interventions, such as peer mentoring or small group sessions during bi-weekly IAT process.
- ○ **Action:** Use behavioral data to adjust classroom management strategies and address recurring issues.
- ○ **Action:** Communicate with parents about behavior interventions and the impact of SEL lessons.

Goal 2: Build a High-Performance Staff Culture through Effective Coaching, Professional Learning & Development

1. **Create a Targeted Professional Learning Calendar**

- ○ **Action:** Actively participate in PD sessions focused on specific student needs (e.g., behavior management, instructional strategies, SEL).
- ○ **Action:** Complete a brief feedback survey after each PD session to help guide the development of future training.
- ○ **Action:** Integrate new instructional strategies learned during PD into daily lesson planning and execution.

2. **Establish High-Performing PLCs**

- ○ **Action:** Attend PLC meetings to discuss student progress, review formative assessments, and share instructional strategies.
- ○ **Action:** Collaborate with colleagues to analyze student data and adjust instructional practices for better alignment with student needs.
- ○ **Action:** Participate in Professional Development Learning Communities (PDLCs) focused on improving academic rigor and student engagement.
- ○ **Action:** Provide peer feedback and support during PLC meetings to build collective efficacy.

3. **Foster a Culture of Appreciation and Trust**

- **Action:** Share personal teaching successes and challenges with colleagues during PLC or team meetings.
- **Action:** Actively engage in mentoring or peer coaching to support colleagues and build a collaborative, growth-oriented culture.
- **Action:** Provide constructive feedback during peer observations and actively incorporate feedback from others into teaching practices.

Goal 3: Strengthen Parent Partnerships and School Safety

1. **Hold Monthly Parent Coffee Chats or Town Halls**

   - **Action:** Encourage and invite parents to attend monthly virtual or in-person "Coffee Chats" to discuss school events, safety updates, and student progress.
   - **Action:** Send home reminders and updates about Coffee Chats via newsletters or Class Dojo platform.
   - **Action:** Collect parent feedback during parent meetings and share relevant input with school leadership for follow-up actions.
2. **Launch a "Safety at Paige" Communication Plan**

   - **Action:** Regularly update parents with safety newsletters outlining recent drills, protocols, and improvements on campus.
   - **Action:** Ensure that safety communication materials (e.g., newsletters, handouts) are available in multiple languages for broader accessibility.
3. **Increase Transparency Around Behavior and SEL Efforts**

   - **Action:** Include SEL focus areas and behavioral support updates in newsletters and parent communication.
   - **Action:** Regularly communicate with parents regarding the SEL programs being implemented and how they can support those efforts at home.
   - **Action:** Share successes in student behavior and SEL progress during parent-teacher conferences and through schoolwide communications.
4. **Establish a Parent Advisory Committee**

   - **Action:** Encourage parents to bring ideas and feedback on topics such as school policies, school events, and support systems.
   - **Action:** Help to co-plan family engagement events, ensuring diverse parental perspectives are considered.
5. **Support Parents as Academic Partners**

	○ **Action:** Share monthly "Home Learning Tips" with parents to offer strategies for supporting their child's academic success.
	○ **Action:** Participate and engage parents in academic nights focusing on reading, math, and homework strategies that parents can implement at home.
	○ **Action:** Provide parents with regular updates on their child's academic progress, utilizing tools like ClassDojo, Remind, or email.
	○ **Action:** Offer resources or workshops on topics such as study skills, growth mindset, or test preparation for parents to use at home.

What:	
When:	
Who:	